

ARRANGEMENT TERMS WARM-UP

DAY 1: FRIDAY 10/12
DAY 2: MONDAY 10/15

Read each of the following passages carefully. In the margin, bracket ({ }) or [] sections of the following readings and identify the following arrangement parts in each:

INTRODUCTION

NARRATIVE (and/or EXPOSITION)

PROPOSITION (and/or DIVISION)

PROOF (CONFIRMATION) or COUNTERPROOF (REFUTATION)

CONCLUSION

As you annotate each section, identify key words and phrases that indicate the part you have labeled in the margin.

Two-Sided Arguments

Two-sided arguments are common in everyday speaking and writing. Here are a pair of essays that appeared in the "Opinion" section of *The Chronicle of Higher Education* on April 7, 1975. Both essays address the general question "Should Colleges Teach Salable Skills?" The first essay was written by Terrel H. Bell, who at that time was U.S. commissioner of education. He argues that "colleges should teach salable skills."

Colleges Should Teach Salable Skills: Confirmation

INTRODUCTION { The college that devotes itself totally and unequivocally to the liberal arts today is just kidding itself. Today we in education must recognize that it is also our duty to provide our students with salable skills. (THESIS → central argument)

NARRATIVE { We are facing the worst economic situation that this country has seen since the end of World War II, with an unemployment rate of 7 percent. To send young men and women into today's world armed only with Aristotle, Freud, and Hemingway is like sending a lamb into the lion's den.

PROOF { It is to delude them as well as ourselves. But if we give young men and women a useful skill, we give them not only the means to earn a good living but also the opportunity to do something constructive and useful for society. Moreover, these graduates will experience some of those valuable qualities that come with meaningful work—self-respect, self-confidence, independence. (why arg. is signif.)
Many educators would quarrel with listing a salable skill in any list of requirements for becoming a truly educated person.

(refuting possible opposing arguments)

2nd refutation of possible opposing arguments

qualification

specific skills/concepts students should learn

specific details

PROPOSITION reasons

CONCLUSION

(indicates shift to summarizing/wrapping up)

Others might grudgingly permit a salable skill to be listed but would quarrel with listing it first.

Nevertheless, in my view, many colleges and universities face declining enrollments today simply because they lack a strong commitment to this first and foremost requisite. Many would argue that a student need merely master the basics in the liberal arts and humanities to be well on the way to becoming educated. As I see it, this is far too narrow a view of education. Education is preparation for life, and living without meaningful work is just not living life to its full meaning and purpose. Certainly education for employment does not represent a total educational policy. The liberal arts will always have a place as the heart of the curriculum. But we need to liberalize vocational education—and vocationalize liberal education. In the process we will attain the full purpose of education.

A college in these times also owes it to its students to teach them to communicate.

Every day, it seems to me, more people want to say more things to me. It's the same story in business and industry, in politics, in international affairs. As ideas proliferate, as facts multiply, it is more important than ever that a young man or woman know how to talk or write about them easily and understandably. It may make all the difference in his or her first job interview and will certainly make a lot of difference as he or she later presents the ideas that may mean promotion.

Third, in a world on a buy-now-pay-later whirligig that is gaining speed daily, a college owes its students some education in economic literacy, the simple fundamentals of economics.

Many so-called educated people never learn that you can't spend more money than you have coming in each month and avoid personal economic disaster. Their wants are insatiable, but their financial resources are limited. An educated person must have economic literacy, must know how to manage money as well as how to earn it. It's not how much a person earns so much as it is the difference between what one earns and what one spends that will make a person economically independent. To learn the simple lessons of personal money management and apply them is what intelligent, rational people do. This, mundane as it may seem, is another mark of an educated person.

I have gone into three things that I think a college must do in the academic area if it is to roll successfully with the times. Of course, there are many other things a college should do. It should

support

help a student learn to think critically, for instance, and to develop values and standards to appreciate good health and nutrition. A good college has always done these things. What I have tried to do is to highlight three things that I believe are especially critical in this day and age.

The second essay was written by Robert A. Goldwin, who was a special consultant to President Gerald Ford and a tutor at St. John's College in Annapolis, Maryland, when these essays were published. Goldwin is against teaching salable skills (in the narrow sense) and for teaching the liberal arts.

Colleges Should Teach Salable Skills: Refutation

At first glance it would seem that Commissioner Bell means that the study of liberal arts is a useless luxury we cannot afford in hard times. But I don't think that is his meaning. I think he is criticizing those who send students into the world of work without skills. There are, unfortunately, schools in which students do not develop useful skills, especially skills of analytical thinking and experimenting and calculating. I agree that it is unfair to students, and to all of us, just as Commissioner Bell says, to leave them to seek jobs in such an unprepared state.

But there is a problem in speaking of "salable skills." What skills are salable? Right now, skills for making automobiles are not highly salable, but they have been for decades and might be again soon. Skills in teaching are not now as salable as they were for the past twenty years, and the population charts indicate they may not be soon again. Home construction skills are another example of varying salability, as the job market fluctuates.

The first difficulty, then, is that if you want to build a curriculum exclusively on what is salable, you will have to make the courses very short and change them very often, in an attempt to keep up with the rapid changes in the job market. But will not the effort be in vain? In very few things can we be sure of future salability, and in a society where people are free to study what they want, and work where they want, and invest as they want, there is no way to keep supply and demand in labor in perfect accord.

A school that devotes itself totally and unequivocally to salable skills, especially in a time of high unemployment, sending young men and women into the world armed with only a narrow range of skills, is sending lambs into the lion's den. Too many people learn only one narrowly defined set of skills in school, trained to fill a

position in one well-defined industry. And then that industry stops hiring or lays workers off.

Now if those people gained nothing more from their studies than supposedly salable skills, and can't make the sale because of changes in the job market, they have been cheated.

But if those skills were more than salable, if the study made them better citizens and made them happier human beings, they have not been cheated. They will find some kind of job soon enough. It might even turn out that those humanizing and liberating skills are salable. Flexibility, an ability to change and learn new things, is a valuable skill. People who have learned how to learn can learn outside of school. That's where most of us have learned to do what we do, not in school. Learning to learn is one of the highest liberal skills.

There is more to living than earning a living, but many earn good livings by the liberal skills of analyzing, experimenting, discussing, reading, and writing. Skills that are always in demand are those of a mind trained to think and imagine and express itself.

When the confidence of some is shaken, and many are confused about the direction the nation ought to follow in a new world situation, then civic education is more important than ever.

And when the foundations of Western civilization are being challenged, and resolution seems to falter because many people are not sure what we are defending and how we ought to defend it, then it seems to me we ought not to abandon liberal studies but rather the reverse: we ought to redouble our commitment to that study, as if our lives depended on it.

Any college worthy of itself must set its sights higher than to "roll with the times." It must strive to make the times roll our way. And only if we understand our time and try to shape it and make it conform to what is right and best, are we doing what we are capable of doing. Perhaps that is the right way to deal with the times—with daring and class and style—as befits a truly great people.

We have always known that America made no sense as just another nation, just one more power in the long historical parade. We have always known that we must stand for something special, or we don't stand at all. Without a special commitment to liberty and justice for all, can America survive except perhaps under the most severe sort of dictatorship? What else can hold together such a vast and diverse territory and people?

Liberal studies of human nature and the nature of things in general are not luxuries for us, but matters of life and death—and if that seems to say too much, then certainly a matter of our political liberty, which should be as dear to us as our lives.

INTRODUCTION

NARRATIVE
(specific scenarios)

PROOF

PROPOSITION
(COUNTER-ARGUMENT)

central point

shows direct response to specific argument

PROOF

PROOF

CONCLUSION

REFUTATION 1

REFUTATION 2